



The UNESCO – UNEVOOC

International Centre was opened in the Russian Federation at the Bashkir Institute of Social Technologies (Ufa branch) of the Educational Institution of Trade Unions of Higher Education “Academy of Labour and Social Relations”, Moscow.

The mission of UNESCO – UNEVOOC is to support countries in their efforts to strengthen and modernize their technical and vocational education and training (TVET) systems. More broadly, UNESCO – UNEVOOC strives to contribute to the achievement of Sustainable Development Goal 4 on quality education:

- ensure equal access to affordable and quality TVET for all women and men, especially for those in vulnerable situations;
- increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent work and entrepreneurship;
- ensure that all learners acquire the knowledge and skills needed to promote sustainable development.

At the St. Petersburg International Economic Forum 2025, the theme of the UN was voiced in the context of sustainable development and reform of multilateral institutions. The current stage of our society's development is characterized by the urgency of revising the global financial architecture and transitioning to green investments. Education, as UNESCO's highest priority, is a fundamental human right and the foundation of peace and sustainable development.

Within the global education agenda, UNESCO, as a specialized UN agency, is entrusted with leading the Education 2030 agenda. A separate goal is dedicated to education, which is essential for achieving the Sustainable Development Goals. The Sustainable Development Goals (SDGs) reflect the overall focus of the agendas of key international institutions of global governance (the G20 and BRICS) to ensure strong, sustainable, and balanced economic growth. Education is UNESCO's highest

priority and is a fundamental human right and the foundation of peace and sustainable development.



The UNEVOC Network is one of the flagship programmes and plays an important role in development. It connects institutions and facilitates the dissemination of research and publications worldwide. UNESCO-UNEVOC Centres bring together more than 2,500 TVET experts from over 170 countries, as well as representatives of regional and international organisations — and their number continues to grow.

At the St. Petersburg International Economic Forum 2025, the UN agenda was discussed in the context of sustainable development and reforms of multilateral institutions. The current stage of societal development is characterised by the urgency of revising the global financial architecture and transitioning to green investments. Meanwhile, education — as a top priority for UNESCO — is recognised as one of the fundamental human rights and a cornerstone of peace and sustainable development.

The International UNESCO-UNEVOC Centre has been established in the Russian Federation on the basis of the Bashkir Institute of Social Technologies (a branch in Ufa) of the Educational Institution of Trade Unions for Higher Education “Academy of Labour and Social Relations” (Moscow).

Currently, the International UNESCO-UNEVOC Centre hosts a large Expert Council, which includes renowned scientists, faculty members from major universities in Russia and the CIS, as well as representatives from large businesses. One of the key tasks of the International UNESCO-UNEVOC Centre at BIST is to organise and conduct UNEVOC certification for educational institutions in Russia and the CIS.

UNEVOC certification of educational programmes confirms their compliance with international standards and practices in education, thereby enhancing the quality and recognition of these programmes at both national and international levels. The particular value of UNEVOC certification lies in the range of advantages it offers to programmes and educational institutions.

Certification objective:

To assess the compliance of an educational programme with UNEVOC / UNESCO requirements aimed at training qualified professionals with innovative thinking, practical competencies, and a sustainable approach to industry development.

To conduct an expert review for UNEVOC / UNESCO certification — which focuses on innovative, modern, and sustainable training of technical and vocational professionals — it is necessary to develop a list of requirements (indicators) reflecting the key aspects of education quality and its alignment with the principles of sustainable development.

Below is a sample list of requirements and indicators based on UNEVOC / UNESCO documents and recommendations, as well as current international practices in technical and vocational education and training (TVET):

List of requirements (indicators) for expert review in the framework of UNEVOC / UNESCO certification for innovative, modern, and sustainable training of technical and vocational professionals

1. Innovativeness of the educational program

- Implementation of modern technologies and teaching methods: use of digital platforms, simulators, VR/AR, distance learning.
- Relevance of content: curricula are regularly updated taking into account new technologies, labor market requirements and scientific and technological progress.
- Development of critical thinking and creative skills: integration of project activities, case studies, interdisciplinary tasks.
- Support for entrepreneurial competencies: training in startup skills, innovative management and business planning.

2. Modernity and compliance with labor market requirements

- Partnership with employers and industry: availability of agreements and joint projects with enterprises, participation of employers in the development and updating of programs.

- Practical focus: mandatory internships, practical training in real production facilities, laboratory and workshops.

- Competence approach: programs are aimed at developing specific professional competencies that are in demand on the market.

- Flexibility and adaptability: possibility of individualization of training, modular structure of programs, recognition of non-formal and informal learning.

3. Sustainable development and social responsibility

- Integration of sustainable development principles: inclusion of ecology, energy efficiency, responsible consumption and production in the curriculum. - Training in "green" professions and technologies: training specialists in the field of renewable energy, environmental monitoring, sustainable construction, etc.

- Social inclusion: ensuring equal access to education for all groups of the population, including vulnerable ones.

- Ethical standards and civic responsibility: development of values of sustainable development, professional ethics and social responsibility.

4. Quality of teaching staff and teaching methods

- Advanced training of teachers: regular training of teachers in new methods, technologies and trends in TVET.

- Use of active and interactive teaching methods: problem-based learning, group work, digital tools.

- Assessment and monitoring of the quality of training: systematic assessment of students' knowledge, skills and competencies, feedback.

5. Infrastructure and resources

- Modern technical equipment: laboratories, workshops, and equipment that meets modern standards. - Access to digital resources: electronic libraries, learning platforms, databases.

- Environmental sustainability of infrastructure: energy efficiency of buildings, use of renewable energy sources.

6. Management and policy of the educational organization

- Availability of a development strategy focused on innovation and sustainable development: the educational institution must have a clearly formulated strategy that includes goals for the implementation of innovation and principles of sustainable development.

- Monitoring and evaluation of the effectiveness of educational programs: Regular collection and analysis of data on learning outcomes, student and employer satisfaction, and graduate employability.

- Stakeholder engagement: Active participation of industry representatives, students, faculty, and the community in the management and development of educational programmes.

- Transparency and accountability: Openness of information on the institution's activities, learning outcomes, and use of resources.

- Support for innovative projects and research: Stimulating research activities and integrating research results into the educational process.

7. International cooperation and exchange of experience

- Participation in UNEVOC international projects and networks: Exchange of experience, participation in joint programmes and initiatives.

- Student and faculty mobility: Exchange programmes, internships, and study abroad.

- Adaptation of best international practices: Implementation of modern internationally recognised methods and standards.

8. Competency assessment and certification

- Use of a competency-based approach: Assessment of knowledge, skills, and abilities based on clearly defined standards.

- Practical assessment: Conducting examinations and tests in real or as close to real conditions as possible.

- Recognition of non-formal learning: the ability to validate competencies acquired outside of formal education.

- Transparency and objectivity of certification procedures: clear criteria and evaluation standards, participation of independent experts.

It should be emphasized that the certification conclusion itself, according to UNEVOC requirements, teaching and training programs must be structured, objective, and contain a clear assessment of the program's compliance with the above-established international criteria.

The presented list of requirements (indicators) can be recommended for preparing educational institutions for UNEVOC UNESCO certification of vocational education and training programs.

It should be especially emphasized that UNEVOC certification provides educational institutions in Russia and the CIS with international recognition and contributes to the achievement of global sustainable development goals.

T.A. Nigmatullina, **Head of the UNESCO-UNEVOC Russia Centre at BIST**, and
N.G. Kuramshina, **Chair of the UNEVOC Expert Council**

15.04.2026